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ABSTRACT

This report evaluates migrant programs in Colorado during the 1990-91 school year. Fifteen regular migrant education projects conducted by Colorado school districts and Boards of Cooperative Educational Services (BOCES), served 1,940 migrant students in 686 schools. Thirteen summer programs were administered in 17 schools and served 2,343 students. Migrant student participation in the regular-year program increased 29.3 percent from the 1989-90 school year; participation in the summer program increased 0.3 percent. Both regular-year and summer programs served a predominance of interstate migrant students (56.5%). The projects offered assistance to migrant students to help them succeed in a regular school program, attain grade-level proficiency, and improve their achievement in basic skills. The progress of the students was measured with norm-referenced and criterion-referenced tests. Norm-referenced test results indicate that, with variations across grade levels, reading programs were effective in improving achievement levels while math scores dropped when compared to the previous year. Criterion-referenced test results for both regular-year and summer programs indicate gains in average scores for reading and math. Summer programs realized all of the eight measured objectives, i.e., students gained 2 months grade equivalent in reading and math during the summer as measured by the Brigance Inventory and 85 percent of migratory students demonstrated knowledge of career options. Of the five state objectives for regular-year programs, however, only one was met. Recommendations for the 1990-91 program were listed. This document contains 15 figures. (LP)

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Migrant Education 1990-91

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ON THE MOVE: MIGRANT EDUCATION 1990-91

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WHAT IS THE MIGRANT EDUCATION PROGRAM?

A program of educational services for the children of migratory agricultural workers including migratory agricultural dairy workers and migratory fishermen was authorized by an amendment to Title I of the Elementary and Secondary Education Act (ESEA) in November of 1966. Funds to offer projects and programs to meet the special educational needs of migratory children and to coordinate these programs with projects in other states, including transmitting pertinent school record data, are provided to state educational agencies. Reauthorization of the Migrant Program occurred within the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988.

Migrant students receive assistance to help them succeed in regular education programs, attain grade-level proficiency, and improve their achievement in basic skills. Legislation directs that current migratory children, ages three to 21, should be served first. Second priority is day care for their siblings up to three years of age in order to serve current migratory students ages three to 21. The last priority is former migratory children who have needs demonstrated to be greater than current migrant students.

Federal funds come directly to the state migrant education office, and the state contracts with local education agencies to provide services. Thus, the migrant program is a state program. State-level administration develops a state plan, approves local program funding, reviews migrant programs, provides technical assistance and coordinates support services to local programs. The state is also responsible for identifying and recruiting migrant children for entrance into local programs and updating information on the Migrant Student Record Transfer System (MSRTS).

Local migrant programs are funded to:

- assist in recruiting migrant children for school,
- solicit referrals of eligible children for supplemental instructional services,
- provide support services which the district can't supply but are needed by the children, and
- identify and enroll eligible migrant children onto the MSRTS.

Programs may be offered during the regular school year, during the summer, or both.

WHAT IS THE INVOLVEMENT IN COLORADO MIGRANT EDUCATION?

During the 1990-91 school year, 15 local Migrant Education projects, conducted by seven Colorado school districts and eight Boards of Cooperative Educational Services (BOCES), served 1,940 migrant students in 686 schools. In the summer of 1991, 13 Migrant Education projects were conducted: five by local school districts and eight by BOCES. Summer programs were administered in 17 schools and served 2,343 students.

Figure 1: Districts and BOCES Which Provide Migrant Education Programs

Adams County School District 14
* Boulder Valley School District Re-2
Brighton School District 27J
Mesa County Valley School District 51
Poudre School District R-1
St. Vrain Valley School District Re-1J
* Weld County School District #6
Arkansas Valley BOCES
East Central BOCES
San Luis Valley BOCES
South Central BOCES
South Platte Valley BOCES
Southeastern BOCES
Weld BOCES
West Central BOCES

* Regular year program only

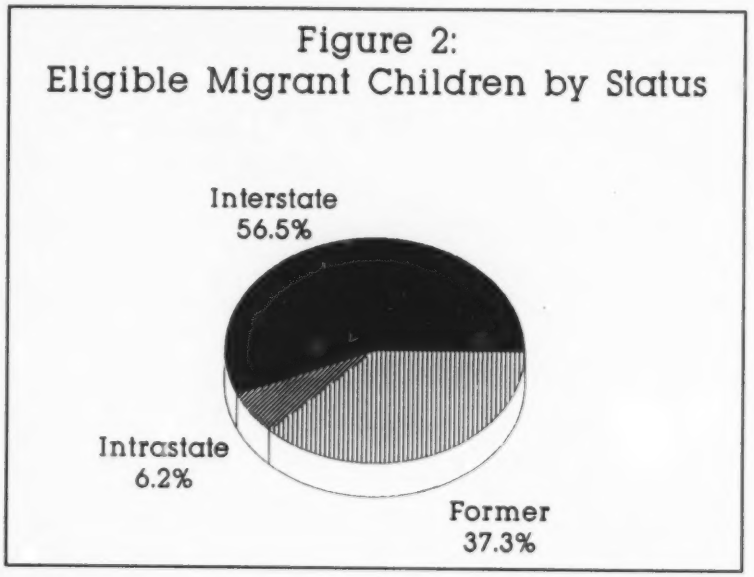
Local projects are assisted by the Migrant Student Record Transfer System (MSRTS), a computerized network headquartered in Little Rock, Arkansas, which maintains records for individual migrant students. When migrant students register, academic and health records are forwarded by MSRTS to them. If necessary, information may be requested over the phone.

Further assistance is provided during the summer to local programs by the Colorado Department of Health. A contractual arrangement between the two Departments, Health and Education, allows the provision of comprehensive health screenings to all migrant school enrollees, treatment and follow-up for identified health problems, preventive dental services, and health education. A summary report detailing screening outcomes, diagnostic data, the health education curriculum and activities, and financial resources may be obtained from the Colorado Department of Health, Migrant Health Program, by calling (303) 331-8450.

WHO DOES MIGRANT EDUCATION SERVE DURING THE REGULAR YEAR?

In the 1990-91 school year, a total of 5,607 Colorado children were identified as eligible migrants and were entered on the MSRTS. Migrant student classification is determined by the migratory status of students. Children of active migratory families are classified as either intrastate or interstate. Intrastate students moved with their families from one school district to another school district within Colorado. Interstate children moved with their families between Colorado and at least one other state. Former migrants are those children whose families have settled out of the migrant stream and who have resided in a school district for a period of 12 months or more. Students who have been identified as former migrant students are no longer considered migrant after six years of continual residence in one school district. They may, however, become reinstated as current if travel for seasonal work is resumed.

Figure 2:
Eligible Migrant Children by Status



The total number of eligible migrant students from birth to 21 years of age for the 1990-91 regular school year in Colorado increased 11.2 percent from the 1989-90 figure of 5,042 eligible students.

There were 1,307 eligible children not registered in Colorado schools during the regular school year. Migrant children who were not registered in school may have chosen to work instead of attending school or may have been in the state for such a short period of time they failed to enroll. The majority, 73.4 percent, were interstate migrants. Intrastate migrants accounted for 6.8 percent of the eligible group not registered in school. Former migrants accounted for the remaining 19.8 percent. Sixty-three (63.1) percent of the eligible children not registered in school were in the birth to age four range. There were limited migrant-funded preschool programs during the regular school year.

Eighty-nine percent, or 4,025 of the 4,523 eligible school-aged (5-21) migrant students in Colorado, were registered in school for the 1990-91 school year. This percentage has remained stable since 1989-90.

However, a total of 2,360 eligible migrant students were registered in Colorado schools but did not receive migrant services. Since priority is given to current migratory students, the majority or 58.9 percent of those not receiving migrant services were former migrants. The largest age group of eligible registered students who did not receive migrant education services were in the five to 12 year old age range (67.5 percent). This was the age group most likely to be served by other supplementary programs such as Chapter 1 and the Colorado English Language Proficiency Act.

There were 1,452 migrant students who were served by other educational programs than Migrant Education. Chapter 1 served 317 students, the Colorado English Language Proficiency Act served 701, Title VII (Bilingual) served 349 and Special Education served 85 eligible migrant students.

A total of 1,940 eligible students were participants in migrant education programs for 1990–91, an increase of 29.3 percent from the 1989–90 school year. The increase in participants was due to aggressive recruitment and identification, and a resurgence of migrant activity since unexpected freezing conditions destroyed crops the previous year.

Figure 3: Migrant Regular Year Program Participants

	Migrant Status			
Age Range	Interstate	Intrastate	Former	Total
0-2	0	0	0	0
3-4	110	10	25	145
5-12	919	137	296	1,352
13-17	274	25	115	414
18-21	23	1	5	29
Total	1,326	173	441	1,940

Former migrants comprised 22.7 percent of those receiving migrant services, 68.4 percent were interstate migrant children, and 8.9 percent were children of intrastate migrant families. Seventy-seven (77.3) percent of students served were currently migrant. The majority of program participants (69.7 percent) was in the five to 12-year-old age range.

WHO DOES MIGRANT EDUCATION SERVE DURING THE SUMMER?

In the summer of 1991, 4,086 migrant children were identified in Colorado to be eligible for services. This represents a 0.3 percent increase from the 1990 summer figure of 4,073. Interstate migratory children accounted for 55.4 percent of all those eligible, 6.3 percent were intrastate and 38.3 percent were categorized as former migrants.

There were 1,584 students, or 38.8 percent of all those eligible, who were identified as eligible but who did not register in summer school. Migrant children may not have registered because they chose to work, were not referred to the program or were not in the priority service categories. Thirty-one (31.4) percent of the non-registered eligible students were within the birth to four year old age group. Limited services for the summer were available to preschool children.

Seventy (69.5) percent of the 3,177 school-aged (5-21) migrant students did register in school during the 1991 summer program. This was an increase from 60.3 percent in 1990. This large increase may be explained by intensive recruitment, and a rebounding of migrant activity since unexpected climatic conditions destroyed crops in the summer of 1990.

A total of 2,343 eligible students were migrant education program participants in the summer of 1991. This figure was an increase of 9.4 percent from the summer of 1990.

Figure 4: Migrant Summer Program Participants

	Migrant Status			
Age Range	Interstate	Intrastate	Former	Total
0-2	4	1	2	7
3-4	94	10	23	127
5-12	1,019	116	544	1,679
13-17	285	23	152	460
18-21	39	11	20	70
Total	1,441	161	741	2,343

In the summer of 1991, former migrants comprised 31.6 percent of those receiving migrant services, 61.5 percent were interstate migrant children, and 6.9 percent were children of intrastate migrant families. Seventy-two (71.7) percent of summer program participants were in the five to 12-year-old age range.

WHAT DOES MIGRANT EDUCATION ENCOMPASS?

Funding

During 1990-91, federal funds in the amount of $2,382,435 was expended by the Colorado Migrant Education Program. Of the total expenditures, 84.3 percent was spent on local program operations, 8.3 percent was spent on administration, 4.8 percent was spent on the summer health service program, and 2.5 percent was spent on the state operation of the Migrant Student Record Transfer System. The Colorado Department of Health was contracted to provide summer health services.

Figure 5: 1990-91 Actual Expenditures for the Migrant Education Program

Local Education Agency Operation	$2,009,068
State Administration	198,806
Summer Health Service Program	115,000
Migrant Student Record System	59,561
Total	$2,382,435

Chapter 1 Migrant Education funds are allocated to the state based on the number of migrant children (on a full-time equivalent basis) enrolled from Colorado on the Migrant Student Record Transfer System (MSRTS), a national computerized system of records maintained on migrant children.

Services

Instruction was provided to migrant students according to their individual needs. Primary areas of instruction were reading, English for limited English speakers, language arts and mathematics. In the summer the major instruction areas were expanded to include vocational/career education, dental instruction, physical education, health education and safety, arts and crafts, swimming, social studies, music and science.

Students in the Migrant Education Program have a variety of language backgrounds; instruction must be tailored to meet the students' needs. Language abilities are determined through a variety of methods including Language Assessment Scales, Idea Language Proficiency Test, teacher observation, informal oral assessments and other academic assessments. During the regular year, 60.5 percent of the 2,704 students who were assessed were bilingual, 10.7 percent were monolingual English, 28.1 percent were monolingual Spanish and 0.7 percent spoke Cora Indian dialect. Of the 1,943 students who were assessed for their language ability in the summer of 1991, 11.8 percent were monolingual English, 29.4 percent were monolingual Spanish, 58.7 percent were bilingual in English and Spanish, and 0.1 percent spoke Cora Indian.

An essential part of the 1990-91 Migrant Education Program was to provide support services to those students who were in need. During the regular year most of the support was given through attendance, social work and guidance services. Limited transportation and nutrition assistance was provided. During the summer program, such support services were greatly increased. In addition, medical and dental care were provided to most migrant children. Other support services provided by local programs included home visits, referrals for emergency housing assistance, food stamps, clothing and eye glasses.

Secondary instruction was an important element of the 1991 summer Migrant Education Program, especially in meeting the challenge of improving educational opportunities, helping students attain grade-level proficiency and increasing the basic skills of older migrant students. The ten programs offering secondary instruction utilized a variety of services.

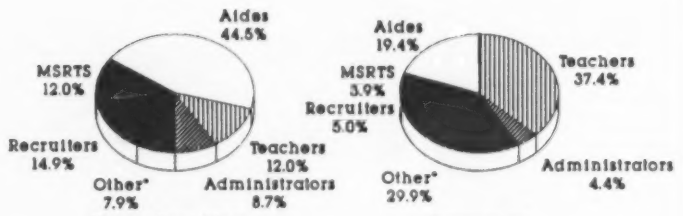
Figure 6: Services Utilized in Secondary Programs

Service	Number of Programs
Tutoring at the school site	7
Tutoring at the home/camp site	3
Instruction during the day	9
Instruction at night	7
Tuition program	1
PASS	6
University of Texas Curriculum	2

Staff

Migrant programs are staffed by instructional (certificated and non-certificated), administrative, clerical and support personnel. A total of 70.99 full-time equivalent (FTE) employees were funded for the regular year and 262.14 FTE were funded for the expanded summer program.

Figure 7:
Migrant-Funded Staff by Category



*Cooks, bus drivers, clerical staff, custodians, health aides, and transportation aides

In addition to staff funded directly through migrant programs, personnel supported by other funding sources, particularly the Job Training Partnership Act (JTPA) and Head Start, supplied services to migrant students during the summer program. Serving primarily as aides in classrooms, 88.5 (FTE) staff were provided through other programs, with 56.5 percent of them funded by the JTPA. Workers also served as custodians or aides in other capacities such as in the office, the kitchen or on the health team.

During the regular year, classroom assistance, book distribution, special activities, field trips and a wide variety of other services were provided through parent, adult and youth volunteers. Ninety-six migrant parents, 41 other adults and 16 youth served as volunteers.

Sixteen migrant parents, 43 youth and 89 other adults ranging from scouts to senior citizens and from former migrant youths to family members, served as volunteers to the 1991 summer program. There were 148 unpaid workers assisting with classroom activities, field trips, guest lectures, family nights, carnivals and athletic contests.

Parent Involvement

Increasing parental involvement is a major focus for local programs. This is achieved through such activities as family nights, carnivals and potluck dinners. Parent involvement includes parent input into design and implementation of the program, volunteer or paid participation by parents in school activities, parent training and materials which build parents' capacity to improve their children's learning in the home and school. Some projects are coordinating parent involvement workshops with Chapter 1, English Language Proficiency Act (ELPA), Adult Education and Bilingual Education.

Coordination With Other Agencies

Regular and summer programs coordinated with a variety of state and local agencies in order to assure that a broad range of services were available to migrant students and their families. Local projects coordinate with the JTPA and Community Block Grants. Many services involved coordinating referrals of families for assistance, providing transportation in order to obtain services, and obtaining assistance from agencies in identifying newly arrived families. Common sources for assistance include: immigration and naturalization agencies, local businesses, and community service agencies such as Caring Ministries, Rocky Mountain Service Employment Redevelopment (SER) and Foster Grandparent Program.

Figure 8: Project Coordination With Other Agencies

Agency	Number of Projects	
	Regular Year	Summer
Department of Health	14	13
Department of Social Services	14	11
Employment Services	12	9
Job Training Partnership Act (JTPA)	7	11
Community Block Grants	3	5
Legal Aid	9	3
Salvation Army	4	1
Churches	12	10
Hospitals or clinics	13	12
Day care centers	9	8
Other	4	4

Dissemination

It is important that migratory families and the community be aware of the educational and support services that local migrant projects offer. Migrant program personnel use a variety of techniques to disperse information to the public including direct mail, home visits, oral and slide presentations, public hearings, personal contact, parent advisory councils and accountability committees.

Figure 9: Local Project Dissemination Techniques

Methods of Dissemination	Number of Projects	
	Regular Year	Summer
Newsletters	11	10
Local newspaper	11	12
School newspaper	5	2
Brochures, leaflets, posters	10	8
Radio	5	6
Television	3	1
Other	4	2

HOW SUCCESSFUL WERE PROGRAM COMPONENTS?

Secondary Programs

Local projects were asked to rate various aspects of their secondary programs using a scale of poor (1) to excellent (4). Training/assistance from the Colorado Department of Education in secondary credit exchange/accrual received the highest rating (3.3). The lowest rating (2.6) was given to coordination with other local districts regarding secondary education. Coordination with other states regarding secondary education received a 3.1 rating. Usefulness of referral information on secondary students received a 3.1 rating. Availability of referral information on secondary students received a 2.8 rating.

Suggestions for improving secondary programs and credit exchange included promoting cooperation through home-base school visitations, providing more materials, cooperating with other states to make sure credit is received and accumulated across moves, and working with Mexico to obtain migrant academic and health data.

Migrant Student Record Transfer System (MSRTS)

Migrant program personnel were asked if the MSRTS services available to them to support their efforts were useful. Ninety-three (92.9) percent of local projects providing regular year programs indicated that the educational records, including the skills information system, were useful to the migrant staff. One hundred percent of regular year programs believed the health records were useful. Ninety-two (92.3) percent of the summer projects responding indicated that the educational record was useful and 84.6 percent indicated the health record was useful. In addition, project personnel were asked if the health records were useful to the medical staff. One hundred percent of the responding projects stated that they were.

Recommendations for improvement included improving the timeliness of receiving the records, making records easier to read, reducing paperwork, providing a brief narrative of academic progress, sending more Student and Program Needs Assessment (SAPNA) updates, providing more educational support through language development, audiovisual materials and increasing inservice.

MSRTS support services' strengths were that they contain valuable and detailed academic and test data for student placement. They provided useful data including health history and family information. System records were easily accessible. MSRTS support personnel at the state and in Little Rock were cooperative and helpful.

Summer Migrant Health Program

Migrant program staff overwhelmingly declared that the health program was useful and 84.6 percent of the projects felt it was available. The program offers comprehensive professional health services to students who might not receive them otherwise. Caring and committed health teams keep teachers informed of student health needs. There was excellent cooperation among nursing, dental and educational teams. Suggestions for

improvement included hiring bilingual health staff, sending only one set of health data to local programs, and appointing one person to lead the team. One program was disappointed with the health services because the team was not available for instruction nor did they stay during the entire summer session.

Regular Year Program Components

Use of a criterion-referenced test, the Brigance Inventories, was questioned as an appropriate measure of student progress. It was suggested that mastery of skills would be a better indicator. Because of absenteeism and frequent moves many children do not receive both pre- and post-tests.

Staff were commended for their committed, caring and conscientious work to meet students' individual needs. In one program recruiters were praised for their effort in recruiting and enrolling numerous students. Coordination with other services and personnel made programs run smoothly. Health services were highly praised. Two other services which worked particularly well within one program were a clothing bank and the provision of household items.

Summer Program Components

Some of the services that were praised were health, nutrition, transportation and recruitment. More specifically, a weekly Reading is Fundamental (RIF) exchange and a computer lab were quite successful.

The needs that were mentioned for summer programs included reduced class size, supply and materials distribution prior to the start of school, inservice on MSRTS code books before classes start, teacher notification when students are taken to clinic, volunteers for field trips, and adequate materials to teach children. Other needs included a comment section on the educational record, air conditioned classrooms, work logs for aides and a successful method to enroll high school students.

HOW IS PROGRESS MEASURED?

The progress of students in Migrant Education programs is measured in a variety of ways. Assessments for such a population are often difficult to obtain due to migrant families' transient lifestyles.

Achievement for migrant students who have settled out of the migrant stream is measured with norm-referenced tests. Results are reported in Normal Curve Equivalents (NCEs) which range from 1 to 99. NCE scores allow results of different tests to be combined on a common scale. Without benefit of supplementary services, a student is expected to have zero NCE growth during the year or to stay at the same percentile rank. Any increase in percentile rank or any NCE growth greater than zero is assumed to be the result of the extra services provided and represents more than a year's gain in achievement. Migrant Education achievement gains are based on former migrant students who were tested on an annual basis consisting of a fall-to-fall or a spring-to-spring test cycle.

Criterion-referenced tests are used to measure the progress of active migrant students. This type of assessment indicates whether or not a student has achieved mastery or proficiency in specific elements of certain subject areas. Criterion-referenced test results for the regular year and summer migrant programs are reported by Brigance average grade level equivalent gains for second through twelfth grade students. Aggregated results give a general picture of the progress obtained by the Colorado Migrant Education Program.

Another indication of program success is the number of migrant students accruing secondary credit through use of the PASS (Portable Assisted Study Sequence)/MINI PASS curriculum. This is a vehicle through which Colorado programs can assist migrant students to complete coursework in which they were enrolled at their homebase school. Migrant secondary students can earn high school credit by completing curricular units during the summer and having the credit transferred to any district that participates in the migrant program through the Credit Exchange Program.

WHAT WERE THE RESULTS?

Reading programs were effective in improving the achievement level of participants. Aggregated average Normal Curve Equivalent (NCE) gains were positive in reading for settled-out migrant students. However, aggregated NCE scores in math dropped. Criterion-referenced test results for migrants across both regular year and summer programs indicate that these students were successful in mastering objectives.

Figure 10: Achievement of Migrant Students

Former Migrants: Regular Year Program

	Annual Testing Cycle	
Subject	N	NCE
Reading	174	1.49
Math	108	-3.28

Active Migrants: Regular Year Program

Subject	N	Hours	Grade Level Equivalents
Reading		3.6	
Word Recognition	200		1.25
Oral Reading	189		1.02
Reading Comprehension	223		0.90
Math	162	2.5	0.92

All Migrants: Summer Program

Subject	N	Hours	Grade Level Equivalents
Reading		7.7	
Word Recognition	869		0.55
Oral Reading	844		0.33
Reading Comprehension	865		0.40
Math	854	6.2	0.41

Secondary Credit Accrual: Summer Program

Curriculum	N	Units	Credits
PASS	174	270	88
MINI PASS	203	92	NA

N = Number of students tested
NCE = Average weighted Normal Curve Equivalent gain
Hours = Average instruction hours per week per student
Units = Number of units completed
Credits = Number of semester credits granted
NA = Not Available

The number of 1991 summer migrants participating in the secondary credit accrual program increased dramatically, 189 percent, from the previous summer. The number of semester credits granted dropped to 88 from 132 the previous year. The secondary credit reporting process changed in 1991, thus creating these discrepancies. Results will be consistently reported in the future. There were 174 ninth through twelfth graders who received PASS credit. Students, numbering 203, grades five through nine, received MINI PASS credit.

Norm-Referenced Test Results

More detailed results of norm-referenced achievement gains are reported by grade level.

Figure 11: 1990-91 Annual Testing Achievement Gains

Grade	Reading		Mathematics	
	N	NCE Gain	N	NCE Gain
2	21	5.31	10	7.95
3	26	0.82	15	-5.08
4	27	-2.50	19	-3.64
5	28	-0.58	17	-4.12
6	24	1.08	18	-3.89
7	15	3.59	8	-3.24
8	10	-1.88	9	-9.80
9	10	4.92	5	-12.60
10	6	4.23	4	4.45
11	5	6.10	3	3.70
12	2	22.30	--	--
Total/Average	**174**	**1.49**	**108**	**-3.28**

Results for annual testing in reading encompass seven of the 13 participating reading projects. Annual math test results include four of the 10 project participants teaching mathematics. Scores for small numbers of students should be interpreted with caution. Aggregated scores for small groups are likely to be affected by the extreme scores of one or two students.

Regular Year Criterion-Referenced Test Results

Results of criterion-referenced achievement gains are reported by grade level. Thirteen projects provided instruction in reading and 10 local programs provided instruction in mathematics during the regular year to active migrant students. Two districts did not test students using the Brigance Inventories. A total of 223 second through twelfth grade migrant students received an average of 3.6 hours per week and obtained an average

grade level equivalent gain of 1.05 in reading. In math 162 students received an average of 2.5 hours per week and had an average grade level equivalent gain of 0.92. Average grade levels are limited indicators of progress because many students already perform at the highest level and have no opportunities for advancing. Monolingual Spanish speaking students especially tend to encounter this "topping-out" phenomenon.

Figure 12: 1990-91 Regular Year
Current Migrant Criterion-Referenced Test Results
Brigance Average Grade Level Equivalent (GLE) Gains

	Reading						Mathematics	
		Word Recog.		Oral Reading		Reading Comp.		
Grade	N	GLE	N	GLE	N	GLE	N	GLE
2	42	1.26	42	1.08	49	0.95	39	1.25
3	39	1.54	34	1.02	40	1.07	37	0.65
4	29	0.71	26	0.96	33	0.84	23	0.87
5	28	1.30	28	0.96	33	0.77	23	0.83
6	21	1.28	19	0.78	19	0.88	12	0.47
7	4	1.20	4	1.73	11	0.84	9	1.04
8	10	1.44	9	1.24	11	0.85	7	0.94
9	10	1.46	10	1.64	10	1.08	8	1.31
10	10	1.40	10	0.83	10	0.77	3	1.00
11	7	0.83	7	0.49	7	0.81	1	1.70
12	--	--	--	--	--	--	--	--
Total/Average	**200**	**1.25**	**189**	**1.02**	**223**	**0.90**	**162**	**0.92**

Summer Criterion-Referenced Test Results

In the summer program, all 13 local projects provided instruction to migratory students in both subject areas. One district did not test students using the Brigance Inventories. The summer program served a larger number of students due to the influx of migrant families for seasonal agricultural employment. A total of 869 second through twelfth grade migrant students received an average of 7.7 instruction hours per week and gained 0.43 average grade level equivalents in reading. In math 854 students received an average of 6.2 instruction hours per week and their average grade level equivalent gain was 0.41. Again, this progress indicator is limited because many monolingual students top-out. In other words, no gain is possible.

Figure 13: 1991 Summer Criterion-Referenced Test Results
Brigance Average Grade Level Equivalent (GLE) Gains

	Reading						Mathematics	
		Word Recog.		Oral Reading		Reading Comp.		
Grade	N	GLE	N	GLE	N	GLE	N	GLE
2	203	0.58	199	0.33	203	0.40	202	0.25
3	157	0.26	152	0.35	157	0.35	149	0.47
4	126	0.53	124	0.17	126	0.31	123	0.30
5	107	0.63	104	0.36	107	0.33	108	0.41
6	102	0.73	95	0.49	101	0.51	108	0.47
7	53	0.62	50	0.25	51	0.39	53	0.96
8	43	0.46	41	0.30	42	0.66	42	0.38
9	30	0.79	31	0.44	30	0.29	27	0.72
10	25	0.76	25	0.51	25	0.55	24	0.15
11	13	0.84	13	0.23	13	0.54	12	0.74
12	10	0.24	10	0.40	10	0.34	6	0.33
Total/Average	**869**	**0.55**	**844**	**0.33**	**865**	**0.40**	**854**	**0.41**

WERE THE GOALS MET FOR 1990-91?

The Colorado Migrant Education regular year program met one of the five measured objectives. The limited English objective was not measured, but will be in future years. Migratory preschool children demonstrated both academic and personal growth. The subject area objectives for current and former migrant students were not realized. Results for regular year program participants on both norm- and criterion-referenced tests have been erratic from year to year.

Figure 14: 1990-91 Regular Year Program Objectives

Met	Result	Category & Objective
No	1.49	**Reading (Former)** -- Given supplemental instruction in reading, stressing listening, spelling and writing, formerly migratory children will gain 3 NCEs in reading during the regular school year as measured by norm-referenced tests.
No	1.05	**Reading (Current)** -- Given supplemental instruction in reading, stressing listening, spelling and writing, currently migratory children will gain 1.5 grade level equivalents in reading during the regular year as measured by the Brigance Inventory.
No	-3.28	**Math (Former)** -- Given supplemental instruction formerly migratory students will gain 3 NCEs in mathematics during the regular year as measured by norm-referenced tests.
No	0.92	**Math (Current)** -- Given supplemental instruction currently migratory students will master 1.5 grade level equivalents in mathematics as measured by the Brigance Inventory.
Not Measured		**Limited English** -- Given supplemental English language instruction, 85 percent of non-English speaking students will increase their English language proficiency as measured by an English language proficiency test.
Yes	75.3 (Acad) 95.9 (Pers)	**Preschool** -- Given appropriate learning experiences, 75 percent of migratory preschool children will show academic and personal growth as measured by teacher observation and appropriate assessment instruments.

The 1991 summer program in Colorado realized all of the eight measured objectives. Two objectives that were not measured were increasing English language proficiency and increasing attendance and credit accrual of secondary migrant students. The following figure displays each objective and the degree to which each was met.

Figure 15: 1991 Summary Program Objectives

Met	Result	Category & Objective
Yes	0.43	**Reading** -- Given instruction in reading, stressing listening, spelling and writing, currently and formerly migrant children will gain 2 months grade equivalent (0.20) during the summer term as measured by the Brigance Inventory.
Yes	0.41	**Math** -- Given instruction, formerly and currently migratory students will master 2 months grade equivalent (0.20) in mathematics during the summer term as measured by the Brigance Inventory.
Not Measured		**Limited English** -- Given supplemental English language instruction, 85 percent of non-English speaking students will increase their English language proficiency as measured by English language proficiency tests.
Yes	98.4	**Career Awareness** -- Given instruction in career awareness, 85 percent of migratory students will demonstrate knowledge of career options as measured by teacher observation.
Yes	96.6	**Cultural Awareness** -- Given cultural awareness activities, 90 percent of the migratory students will demonstrate knowledge of their culture and other cultures as measured by teacher observation.
Yes	96.7	**Self-Expression** -- Given opportunities in creative expression, 85 percent of migratory students will identify personal creative interests.
Yes	94.2	**Physical Education** -- Given physical education activities, 85 percent of the migratory students will improve in physical coordination and demonstrate an appreciation for health and safety as measured by teacher observation and tests.
Not Measured		**Secondary Program** -- Given quality instruction and guidance, 75 percent of secondary migrant students will increase regular attendance and 70 percent of secondary migratory students will receive credits toward graduation requirements.
Yes	97.7 (Acad) 96.6 (Pers)	**Preschool** -- Given appropriate learning experiences, 75 percent of migratory preschool children will show academic and personal growth as measured by teacher observation and appropriate assessment instruments.
Yes	387 Duplicated Count	**Support Services** -- Given summer support services, 100 percent of the migratory students will receive routine medical and dental screening and other appropriate health services.

WHAT ARE THE GOALS FOR 1991-92?

Regular Year Program

Reading (Former)	Given supplemental instruction in reading, stressing listening, spelling and writing, formerly migratory children will gain 3 NCEs in reading during the regular school year as measured by norm-referenced tests.
Reading (Current)	Given supplemental instruction in reading, stressing listening, spelling and writing, currently migratory children will gain 1.5 grade level equivalents in reading during the regular year as measured by the Brigance Inventory.
Math (Former)	Given supplemental instruction formerly migratory students will gain 3 NCEs in mathematics during the regular year as measured by norm-referenced tests.
Math (Current)	Given supplemental instruction currently migratory students will master 1.5 grade level equivalents in mathematics as measured by the Brigance Inventory.
Limited English	Given supplemental English language instruction, 70 percent of non-English speaking students will increase their English language proficiency as measured by English language proficiency tests.
Preschool	Given appropriate learning experiences, 75 percent of migratory preschool children will show (1) academic and (2) personal growth as measured by teacher observation.
Age/Grade	Sixty percent of all migratory students will be placed in the grade which is appropriate for his or her age.
Attendance	Seventy-five percent of migratory students will obtain an attendance rate of 80 percent or better.
Promotion	Seventy percent of migratory students will be moved ahead at least one grade level above his or her placement from the previous year.

Summer Program

Reading	Given instruction in reading, stressing listening, spelling and writing, currently and formerly migrant children will gain 2 months grade equivalent during the summer term as measured by the Brigance Inventory.
Math	Given instruction, formerly and currently migratory students will master 2 months grade equivalent in mathematics during the summer term as measured by the Brigance Inventory.
Limited English	Given supplemental English language instruction, 70 percent of non-English speaking students will increase their English language proficiency as measured by English language proficiency tests.
Career Awareness	Eighty-five percent of migratory students will receive instruction in career awareness.
Cultural Awareness	Given cultural awareness activities, 90 percent of students will receive instruction of their culture and other cultures.
Self-Expression	Given opportunities in creative expression, 85 percent of migratory students will receive opportunities in creative expression.
Physical Education	Given physical education activities, 85 percent of the migratory students will improve in physical coordination and demonstrate an appreciation for health and safety as measured by teacher observation.
Secondary Program	Given quality instruction and guidance, 70 percent of secondary migrant students will accrue high school credits at a rate which will permit graduation in four years.
Preschool	Given appropriate learning experiences, 75 percent of migratory preschool children will show (1) academic and (2) personal growth as measured by teacher observation.
Support Services	Given summer support services, 100 percent of the migratory students will receive routine medical and dental screening and other appropriate health services.
Age/Grade	Sixty percent of all migratory students will be placed in the

Age/Grade	Sixty percent of all migratory students will be placed in the grade which is appropriate for his or her age.
Attendance	Seventy-five percent of migratory students will obtain an attendance rate of 80 percent or better.
Promotion	Seventy percent of migratory students will be moved ahead at least one grade level above his or her placement from the previous year.

WHAT ARE RECOMMENDATIONS FOR THE 1991-92 MIGRANT PROGRAM?

1. **Preschool and Day Care**. The Migrant Education Program has always focused on keeping students in school. Services that help to ensure continued educational participation of school-aged children and youth are day care and preschool. This target is reflected in the priorities of service under the regulations.

   The first priority for serving migrant students directs service to current migrant children ages three to 21 and in order to serve these students, the second priority emphasizes day care for younger siblings from birth to three years of age. Colorado projects need to increase the amount of services to migrant children from birth to five years of age in order to keep older siblings in school. Coordination with state programs or community resources will decrease the drain on migrant funds.

2. **Linguistic Diversity.** The diversity of languages beyond English and Spanish is a reality of the migrant population. Linguistic differences must be recognized and training must be provided on how to assess and educate these students.

3. **Training.** Teachers in the Migrant Education Program continuously express interest for training in the many aspects of the program and services. All local projects need to be responsive and provide opportunities for inservice in the areas of expressed need. The services of the Chapter 1 Technical Assistance Center (TAC), Rural Technical Assistance Center (RTAC), State Migrant Education Program staff, MSRTS staff and CDE consultants should be employed in meeting expressed needs.

4. **Coordination Efforts**. As budgets become tighter and tighter, an increase of coordinated efforts within and beyond federal programs is essential. Ideas for coordination include but are not limited to day care, preschool, instruction, and support services, such as social work, health and transportation.

5. **Administrative Coordination**. Specifically, the integration of administration across federal programs should be closely examined. Again, as fiscal restraints become greater, a reduction of administrative costs across federal programs could be realized as well as improved instructional services to students. State administrators of the programs should meet with local administrators on a regular basis.

6. **Timeliness of Records**. Most summer school staff continuously express the need for educational records to be delivered at the beginning of the session. One district was delighted to receive theirs in time. Upon investigation the state data entry specialist avers that local programs must submit "withdrawals" at least two weeks before regular school is out. Otherwise summer school records on these students will be late. The backlog of withdrawals creates a delay in re-enrollments.

1990-91 Colorado State Migrant Parent Advisory Council Members

Maria Flores	Chairman, South Central BOCES	Parent
Lourdes Gutierrez	Adams 27J	Parent
Alicia Martinez	Arkansas Valley BOCES	Parent
Margarita Salamon	Boulder RE 1	Parent
Manuela Saenz	Larimer RE1	Parent
Hilda Gonzales	Mesa 51	Recruiter
Magda Ulibarri	Montrose	Recruiter
Rosie Sanchez Acosta	Northern Colorado BOCES	Recruiter
Sabestian Francisco	San Luis Valley BOCES	Parent
Angie Lopez	Southeastern BOCES	Recruiter
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Martina Villarreal	Weld 6	Parent
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